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ABSTRACT

Data on Maine's population of minority language children consists of three sections. The first contains summative data in tabular or graphic form on: the distribution of monolingual-English and bilingual children, including: children of limited English proficiency (LEP); distribution of languages spoken by school-aged children; current trends in refugee enrollments; language minority enrollments in public and private schools; and state department of education technical services to schools enrolling LEP children. The second part presents information on language minority children's performance on the Maine Educational Assessments in 1985-86 and 1986-87, which include grades 4, 5, 8, 9, 11, and 12. Subgroup data on natively bilingual children and those identified as LEP include performance in reading, writing, writing conventions, mathematics, science, social studies, and the humanities. The third part contains data collected for federal reporting on Maine's Title VII project sites, including Indian education at three sites, and two Portland public school sites. (MSE)

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Maine Department of Educational and Cultural Services
Office of Federal Projects for Minority Languages
Division of Curriculum, Augusta, ME

DATA COLLECTION REPORT ON LANGUAGE MINORITY CHILDREN
October 1987

Prepared by:
Dr. Barney Bérubé, SEA Director
E.S.E.A. Title VII

U.S. DEPARTMENT OF EDUCATION
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Concerned Citizens About Minority Education in Maine

FL 018 281

Maine Department of Educational and Cultural Services

Division of Curriculum
Augusta, Maine

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Division of Curriculum

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PREFACE

This report is submitted to the United States Department of Education in partial fulfillment of a contractual agreement with the Maine Department of Educational and Cultural Services. Such a requirement is stipulated in Section 732 (b) of the Bilingual Education Act and Section 34 (s 548.10).

The state education agency for Maine's Title VII projects has, in addition, indicated that such a report would be disseminated as widely as possible to citizens concerned about the education of language minorities in Maine. Among these are: Maine superintendents, Maine School Management Association, Maine Teachers Association, Maine State Board of Education, the Governor's office, the Education Committee of the Maine State Legislature, minority advocacy organizations, the press, the National Clearinghouse for Bilingual Education, the Maine delegation to Congress, the Office of Bilingual Education and Minority Languages Affairs, Maine Information Exchange, divisions of the Maine Department of Educational and Cultural Services, and the Maine Advisory Committee to the U.S. Commission on Civil Rights.

Presentation of the data contained in this report is outlined at the beginning of each of the four sections. Those sections are:

Part I: Summative Data
- A. Distribution of Monolingual-English and Bilingual Children in Maine, Including Children of Limited English Proficiency
- B. Distribution of Languages Spoken by School-age Children--Pie Chart and Detailed Listing
- C. Current Trends in Refugee Enrollments
- D. Summary of Language Minority Student Enrollments--Public and Private Schools
- E. Summary of MDECS Technical Assistance Services to Schools Enrolling Limited English Proficient Children

Part II: Maine Educational Assessment (1985-87: Grades 4,5,8,9,11,12)
- A. Subgroup Data on Natively Bilingual Children and Those Who Were Identified as Limited English Proficient
- B. Subgroup Data from A.(above) Relating to Performance in Reading, Writing, Writing Conventions, Mathematics, Science, Social Studies, and the Humanities

Part III: SEA Review and Data Collection Detail for ME Title VII Project Sites
- A. Maine Indian Education (HBMI, Pleasant Pt, Indian Twp.)
- B. Portland Public Schools (C.L.A.S.S. and P.A.L.S.)

Appendix: Report by Individual LEA of Language Minority Students (Under separate cover/on request)

1986-87 SUMMARY OF DATA COLLECTED, PURSUANT TO THE REGULATIONS
Subchapter 721 (c) (2)

A. Public School Enrollment

There are 192,742 children enrolled in the public schools of Maine. 142,170 (74%) returned Lau surveys collected for this report.

B. Private School Enrollment

There are 14,272 children enrolled in the approved private schools of Maine. 5,509 (39%) returned Lau surveys collected for this report.

C.1. Total Limited English Proficient (LEP) Children--Public and Private Schools

There are 1106 children who are known to be LEP in Maine's public and private schools.

2. Methods Used to Determine LEP

Seven methods the SEA used to determine LEP have been described in this report on page 3.

3. Education Condition of LEP

The education condition of LEP children is provided in this report for recipients of funds using ESEA Title VII. These are described on pages 28-29 and do include grade retention rates, referrals to special education, and dropout rates.

Such data for all other LEP children are not currently available.

D.* Number of LEP Children in Programs That Meet Their Needs

An estimated number of 571 LEP children are enrolled in programs designed to meet their needs. These children have been so documented through one of these sources:

1. Program description under the Transition Program for Refugee Children (341)

2. Title IV technical assistance services on-site with follow-up reports by the SEA (113)

3. ESEA Title VII project sites (205)

A description of those programs has not been requested by the SEA for this report.

E.* Number of LEP Children Who Need or Could Benefit from Title VII

The number of LEP children who need or could benefit from programs of the type assisted by this title is 1106, the same number as appears in C.1. above.

F.* Number of Children Assisted by Proposed Program and Degree of Need

Title VII project summaries: See page 29.

G.*Statement of Applicant's Ability to Serve LEP Children and Needs for Further Training of Personnel

Title VII project summaries: See page 31.

H.*Resources Needed to Operate/Improve Program

Title VII project summaries: See page 32.

I.*Projected Activities of Program; Plan for Capacity Building

Title VII project summaries: See page 33.

J.*Goals of Program/How They Will be Measured

Title VII project summaries: See page 33.

* D-J data above were secured through SEA on-site monitoring, review, and interviews conducted at each Title VII recipient LEA during 1986-87.

Additional Data Requested by the U.S. Office of Bilingual Education and Minority Languages Affairs

SEA Methods for Determining LEP in this Report	No. LEP Children Determined by This Method*	No. LEA's Using This Method*
Language Assessment Battery (LAB)	167	22
Maine Educational Assessment	530	76
Migrant Education Reports	37	2
ESEA Title VII LEA Project Data	205	3
SEA Conferences LEP Student Identification	820 (est.)	60 (est)
Title IV Civil Rights Technical Assistance Reports by SEA	230	44
Transition Program for Refugee Children	651	28

* More than one composite count may be represented by these methods.

PART I

SUMMATIVE DATA

PART I
SUMMATIVE DATA

Summative data contained in this part of the report are in two segments: graphic illustration of the data contained elsewhere in the report and student enrollment summaries by language incidence. The first of these is a description of recent trends in the enrollment of refugee children from 1978 to the present. In addition, pie charts may help to describe the distribution of English monolingual children to that of native bilinguals and those among the latter who are known to be limited English proficient. A pie chart provides a percentage breakdown of the sixty-six languages spoken natively by Maine children.

The second segment of this part includes these listings:

A. Non-English native language incidence among school-age children, public and private

B. Summation of services that were made available to children and to school systems with programs designed to meet the needs of limited English proficient children during 1986-87

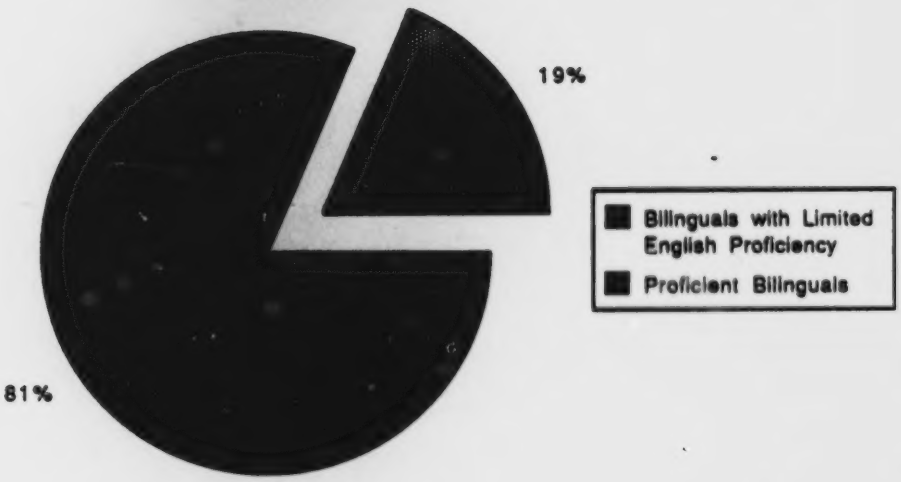
C. Summation of language minority enrollment data, public and private

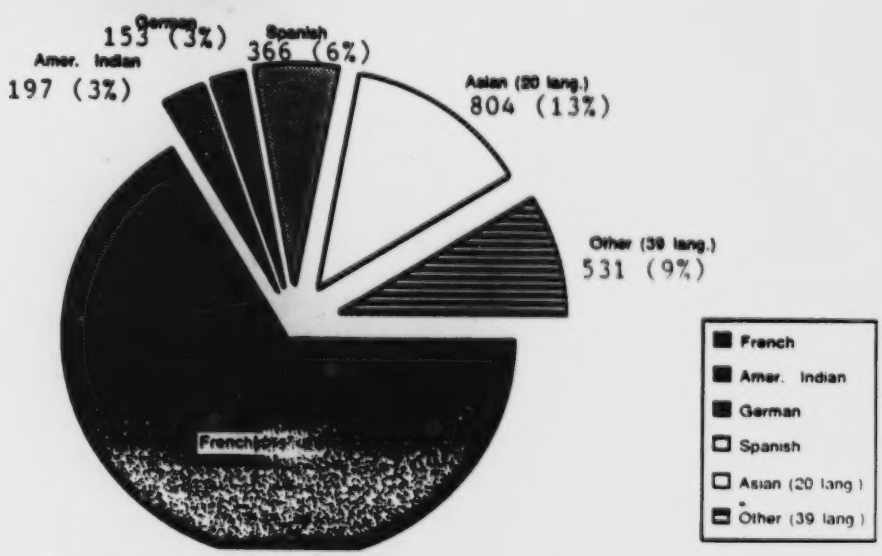
SCHOOL ENROLLMENTS OF REFUGEE CHILDREN

CURRENT TRENDS IN MAINE

SOURCE: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages (1987)

MAINE'S PUBLIC AND PRIVATE SCHOOL ENROLLMENT OF LANGUAGE MINORITY CHILDREN
October 1987





Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1986-87

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This Lang. & 1 Other Non-Eng. Language Public S.	# Speakers This Lang. & 1 Other Non-Eng. Language Private S.
American Sign (Including Cued Speech)	72	1	3	
Amharic	1		1	
Apache	1		1	
Arabic	2			
Bengali	1			
Beti	1		1	
Burmese	3			
Carribbean English	1		1	
Chamorro	1			
Cherokee	1		1	
Chinese	68	1		
Czech	1			
Danish	6	3		
Dari	7	1		
Dutch	8	1		
Farsi	6		1	
Finnish	4	1	1	
French	3827	216	22	1
German	131	16	6	
Greek	34	2	2	
Guamian	1			
Gujarati	2			

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Haitian	1			
Hawaiian Samoan	2			
Hebrew	2			
Hindu	9			
Hungarian	4			
Italian	32	2	2	
Japanese	21	2		
Kannada		1		
Khmer	324	3	1	
Kiribati	1			
Korean	80	1		
Kuscien	1			
Lao	45		1	
Latvian	1			
Lebanese	3	1	2	
Lithuanian	2			
Malayalan	4			
Maliseet	3	1		
Micmac	6			
Nepali	1			
Norwegian	7	1		
Papiamento		1		

Language	# Speakers Pub. School	# Speakers Pvt. School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Pashto	2	1	2	
Passamaquoddy	158	15	2	
Pauluan	1			
Penobscot	8	1		
Persian	5	1		
Philippino	15		1	
Polish	35	3	2	
Portugese	18		2	
Russian	6		1	
Serbo-Croatian	1			
Shan	1			
Somali	1			
Spanish	336	12	18	
Swedish	13	1	1	
Swiss German	1			
Tagalog	25			
Taiwanese	1			
Tamil	2			
Telegu	2			
Tewa-Pueblo	2			
Thai	15			
Ukrainian	4			

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Urdu	2	1		
Vietnamese	130	2	3	
Yugoslavian	1			
Non-English Language Not Given	137	1		
TOTALS	5650	293	78	1

Summary of
LEA Initiated Technical Assistance
Requests for 1986 - 87

TOWN	On-site T.A.	# Staff Served	# of Instructional Materials Provided from DECS catalogue	# Known LEP Children who could Benefit (Districtwide)
Auburn	x	4	3	21
Augusta	x	0	3	30
Bath	x	18	1	16
Bethel	x	8	1	1
Biddeford	x	5	5	35
Brunswick	x	0	2	30
Buckfield	x	0	1	2
Bucksport	x	18	1	4
Calais	x	3	2	1
Camden	x	0	1	2
Casco	x	3	2	1
Castine	x	2	1	1
Cornish	x	2	4	2
Cumberland Ctr.	x	0	1	2
Dover-Foxcroft	x	13	3	3
Easton		0	1	0
Ellsworth		0	1	2

Farmington		0	1	5
Frenchville		0	0	39
Fort Fairfield	x	1	1	3
Georgetown	x	2	1	16
Gorham	x	15	1	3
Greenville	x	8	4	2
Gouldsboro	x	4	1	1
Guilford		0	2	3
Hallowell	x	5	3	3
Hampden	x	4	2	14
Hiram		0	3	2
Houlton		0	2	20
Jay		0	1	3
Jefferson		0	1	1
Kennebunk	x	1	1	22
Kittery	x	7	1	7
Lee Academy	x	3	1	13
Lewiston	x	5	2	23
Manchester		0	3	0
Mechanic Falls		0	1	8
Mexico		1	1	2
Minot	x	8	1	8
Newport		0	1	1
North Haven	x	9	2	2
North Yarmouth	x	2	1	2
Old Orchard	x	3	1	4

Orland	x	4	2	1
Orono	x	0	3	4
Otisfield	x	0	1	3
Peaks Island		0	1	1
Poland	x	11	2	8
Portland	x	14	15	281
Presque Isle		1	1	5
Princeton		0	2	107
Rockland	x	4	2	4
Rumford		0	1	23
Saco		0	1	2
Scarborough		0	1	2
Skowhegan	x	20	2	25
South Berwick		0	3	10
South Paris	x	0	4	3
South Portland	x	5	1	35
Topsham	x	18	3	11
Vassalboro	x	1	1	1
Warren		0	2	0
Waterville		0	1	6
Wayne		0	1	0
Wells	x	4	2	2
Wiscassett		1	1	0
Yarmouth	x	2	1	3
York	x	1	1	7
Maine Totals		230	127	904

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STATE OF MAINE PUBLIC SCHOOL HOME LANGUAGE SURVEY TOTALS

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	16036	13551	85	334	39
1	14873	11654	78	313	27
2	14381	11734	82	311	25
3	14185	11620	82	291	17
4	13272	10941	82	400	134
5	13090	10360	79	350	66
6	13823	11187	81	360	20
7	15163	11119	73	431	14
8	15455	10937	71	525	148
9	16474	10599	64	526	74
10	16434	10218	62	579	12
11	15221	9690	64	718	12
12	14009	8226	59	539	3
UNGRADED	335	334	100	306	505
TOTALS	192742	142170	74	6083	1292

STATE OF MAINE PRIVATE SCHOOL HOME LANGUAGE SURVEY TOTALS

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	640	487	76	23	0
1	316	204	65	8	0
2	319	204	64	13	0
3	240	157	65	9	0
4	217	131	60	14	0
5	213	125	59	9	0
6	195	139	71	7	0
7	217	155	71	13	0
8	227	150	66	23	0
9	598	489	82	45	0
10	710	559	79	49	0
11	719	558	78	39	0
12	607	449	74	30	0
UNGRADED	304	304	100	25	13
TOTALS	5522	4111	74	305	13

[illegible]

LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY DESIGNATION
LEP - LIMITED ENGLISH PROFICIENT STUDENTS
NOTE ** COMBINED PUBLIC AND PRIVATE TOTALS ARE ON THE NEXT PAGE →

STATE OF MAINE PUBLIC AND PRIVATE COMBINED HOME LANGUAGE SURVEY TOTALS

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	16676	14038	84	357	[illegible]
1	15189	11858	78	321	[illegible]
2	14700	11938	81	324	[illegible]
3	14425	11777	82	297	17
4	13489	11072	82	414	134
5	13303	10485	79	359	66
6	14018	11326	81	367	20
7	15380	11274	73	444	14
8	15682	11087	71	548	148
9	17072	11088	65	571	74
10	17144	10777	63	628	12
11	15940	10248	64	757	[illegible]
12	14607	9675	59	[illegible]	[illegible]
UNGRADED	639	638	100	332	518
TOTALS	198264	146281	74	6388	1305

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ABBREVIATIONS

LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY DESIGNATION
LEP - LIMITED ENGLISH PROFICIENT STUDENTS

PART II

MAINE EDUCATIONAL ASSESSMENT

PART II
LANGUAGE MINORITIES' PERFORMANCE ON THE MAINE EDUCATION ASSESSMENT

Background on the Testing

Legislation
Acting on recommendations of the Governor's Commission on the Status of Education in Maine, the legislature passed the Educational Reform Act of 1984 callling for a comprehenisve set of reforms directed toward school improvement. The Maine Educational Assessment Program is one of the products of that legislation. The assessment program was first implemented in 1985-86. This year marks the second administration.

Selection of Content Areas
The Educational Reform Act of 1984 mandated the assessment of reading, English language arts including writing, mathematics, science, and social studies. Social studies was divided into two areas: social studies and humanities.

Development of Tests
Several advisory committees were formed to advise in the development of the tests and the establishment of the testing and reporting procedures. The content area advisory committees established objectives frameworks which provided the bases for test construction. The questions matched to the frameworks were developed and reviewed by the advisory committees.

Administration of Tests
All fourth, eighth, and eleventh grade students in the public schools in Maine took the MEA tests from 1985-87; thus, six grade levels are represented in this report. The testing included most special needs students, language minorities and some limited English proficient children, some of whom had testing conditions modified to parallel the methods by which they receive their regular instruction. Some LEP children were not tested at all. Testing took several sessions of from 20 to 60 minutes each. All students took a common core of questions in reading and mathematics, while some questions in these areas and all questions in science, social studies and humanities were divided into sixteen forms, with each student taking just one form. In addition, each student wrote two essays. This report includes the results of the entire test battery for language minority children as they compare with their monolingual English peers.

Scoring of Tests
Much of the test was multiple choice questions, which were scored by machine. But twenty questions in reading and mathematics, and both questions in writing, required scoring by teachers in Maine and other professional staff.

Language Minority Subgroup Results

MEA results for each of the six content areas assesed are provided for monolingual English students, natively bilingual children (determined through Lau surveys), and LEP children (determined through language assessment measurements administered prior to MEA testing). Codings for these categories were made by teachers on each child's answer sheet. Average test scores for each of these three language designations are given here; each school district received these results for their own language minority enrollees as well. Comparisons of scores are given for each of these categories and statewide averages.

The titles of the content areas have been abbreviated in the column headings. The full title of each content is as follows: READ=Reading; WRIT=Writing; MATH=Mathematics; SCI=Science; S.S.=Social Studies; HUM=Humanities.

Results are reported for groups of students of five or more only. Results are not given for smaller groups because of considerations of confidentiality within LEA's.

Percentages may not add to 100 percent, either due to roundoff error or because of a non-response by some students.

LANGUAGE MINORITY SUBGROUP STATEWIDE REPORT

MAINE EDUCATIONAL ASSESSMENT

GRADE	SECOND LANGUAGE STATUS	TOTAL LEP	% STUDENTS	STATE SCALED MEAN SCORES					
				READING	WRITING	MATH	SCIENCE	SOC. ST.	HUMANITIES
4	Monolingual English		96	243	251	246	250	240	265
	Limited English Proficient		1	158	219	198	164	176	190
	Natively Bilingual		3	216	254	236	234	209	235
	All Students Statewide	81	--	240	250	245	250	240	265
5	Monolingual English		98	253	251	251	252	251	251
	Limited English Proficient		0	38	81	135	158	109	188
	Natively Bilingual		1	182	244	235	202	206	220
	All Students Statewide	60	--	250	250	250	250	250	250
8	Monolingual English		94	264	252	282	253	259	280
	Limited English Proficient		1	170	185	194	156	146	134
	Natively Bilingual		4	225	240	268	193	217	248
	All Students Statewide	137	--	260	250	280	250	255	275
9	Monolingual English		93	251	251	250	250	251	250
	Limited English Proficient		0	211	223	220	219	231	232
	Natively Bilingual		2	242	241	242	244	243	245
	All Students Statewide	83	--	250	250	250	250	250	250
11	Monolingual English		97	271	254	259	258	260	251
	Limited English Proficient		1	65	184	139	54	39	74
	Natively Bilingual		3	175	207	211	210	162	156
	All Students Statewide	72	--	265	250	255	255	250	250
12	Monolingual English		94	254	253	252	253	253	253
	Limited English Proficient		1	100	108	100	100	100	100
	Natively Bilingual		6	186	217	219	217	177	192
	All Students Statewide	97	--	250	250	250	250	250	250

PART III

SEA REVIEW AND DATA COLLECTION DETAIL FOR MAINE TITLE VII PROJECT SITES

PART III: A REVIEW AND DATA COLLECTION DETAIL FOR MAINE TITLE VII PROJECT SITES

Recipients of funds under Title VII are particularly accountable to the U.S.D.E. Office of Bilingual Education and Minority Languages Affairs for program operation. The State Education Agency itself also a recipient of funds from the same source, is responsible for monitoring and collecting data on the academic condition of LEP children served under projects of bilingual education. Two Maine LEA's receive such funding support for their five separate service clientele:

1. Maine Indian Education operates Passamaquoddy and Maliseet programs of bilingual education at the Houlton Band of Maliseet Indians, Peter Dana Point Indian Reservation, and at the Pleasant Point Indian Reservation--all at the elementary level.

2. The Portland Public Schools operate programs of multilingual education at two of its schools: Riverton for a pre-school program and at King Middle for a middle school multilingual career-focused program. Portland operates multilingual education programs at all other grade levels, too but at local expense.

Charts over the next twelve pages detail several criteria reviewed at each of those sites.

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

	MAINE INDIAN EDUCATION (One Project)				
LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Phone:	(207)532-6555 Central office 853-4045 (Project)	853-6085	796-2362	775-0900 Ext. 202 & 267	775-0900 Ext 267, 272, 293
Persons/Title contributing data:	Joseph Nicholas Director	Joseph Nicholas Director	Joseph Nicholas Director	Grayce Studley Director	Grace Studley Director
	Theresa Paul Coordinator	David Francis Coordinator	James Sanborn Principal	Pirun Sen, Home-School Coord./Parent Trainer	Pirun Sen, Home-School Coord./Parent Trainer
	Harriet Perley Aide	Sister Maureen Wallace Principal	Mary Ellen Newell Coordinator	Diana Rudloe ESL Teacher & Consultant	
Bilingual Education Program Type:	Transitional	Transitional	Transitional	Transitional	Special Populations
Number of children enrolled in school system:	415 (K-4)	144 (K-8)	103(k-8)	7932 (K-12)	7932 (K-12)
Number of children enrolled in private schools within LEA:	1 (St. Mary's)	0	0	937	937
Number of LEP children enrolled in school system:	20	88	25	247	247
Number of LEP children enrolled in private schools within LEA:	1	0	0	12* *Project will notify pvt. schools of available services	12
How were children determined to be LEP? (Check all that apply)					
Teacher and project staff observation and referral	X	X	X(English grades)		
Grades					
Reading Test				X	
Parent Information	X	X	X	X	X
Tutor Observation					
Informal Assessment/ Case Study	X	X(w/parent)		X	X
Test of Syntactic Abilities	X				

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SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Students' comprehensive records:					
School consultation team:				Assessment Team	
Achievement tests (Name of test:	Metropolitan Ach. Test	Calif. Ach. Test	Calif. Ach. Test		
Criterion referenced tests:					
Home Language Survey:	X	X	X	X	X
Language Proficiency Tests (Name of test:)	Carrow Elicited Lang. Inventory			LAB	
Others (Specify):	BINL IPT HBMI Census	Calif. Ach. Test		1 PT Writing Book	Peabody General Inventory
The condition of LEP children					
					Pre-school
			Gr. 2-8 Mean Equivalents C.A.T. Loc/Nat'l Stanines	SLOSSON Gr/Mean/SD / EKWALL Mean/SD	STEP/Gr.Pre.
Math					
Reading	[None tested for LEP]	[Not released by Principal]	3.4/3.4	6/4.05/1.29 2.59/2.00 7/4.72/1.62 2.73/1.78 8/5.72/5.02 3.68/2.29	3.3/2.9* 1.5/9.2** 2.0/3.9**
Science			4.2/3.8		2.0/3.9**
Social Studies			3.7/3.2		2.0/3.9**
Writing			4.1/4.0	***CLOZE	2.3/2.9*
Writing Conventions					
Usage			3.1/3.3	***LAB	
Humanities				***Career Maturity Inventory	15.20/8 (stanine) Test of Basic Concepts

* Normed at Grade 2 Basic Concepts ** Normed at Grade 3 *** In Process

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Number of Grade Retentions:	0	15 (K-3)	-1%	0	0
Number of special education referrals:	0	27	11%	0	2
Number of special education placements:	0	5	15%	0	0
Number of children referred to gifted/talented programs:	0	1	1 (PSAT)	0	NA
Number school dropouts:	0	0	0	0	0
Number retained in one or more grades:	1	N/A	3	0	NA
Number placed in one or more grades below grade level:	0	-	9 (k-8)	0	NA
Number of LEP children enrolled in instructional programs specifically designed to meet their educational needs:	20	88	25	40	32
Describe program type with description and number of LEP students:	TBE for 20 Children	TBE Tech. Assist.	Developmental Native Lang. Instruction 40 minutes daily TBE consultation & culture support	TBE for 40	Spec. Pop for 40 STNTS (8 non-lep)
LEP students receiving services from the following areas:					
Bilingual:	20	88 (k-8 local mandate)	all	40	32
ESL:	0	60	0	40	32
Special Education:	0	27	3	0	0
Title VII:	20	88	17 (7-8) All others are in-kind	40	32
Chapter I:	N/A	70	5	0	NA

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Migrant:	Nearly all	55	0	38	NA
Transition Program for Refugee Children:	0	0	0		96(Total LEA Elem)
Emergency Immigrant Education Program:	0	0	0	0	0
Other (Specify):					
Counseling	-	10	-	X (Avail.)	Spec. Services for potential spec. needs
Psychologist's referrals	-	12	-	X (Avail.)	
Youth tutoring					
Number of LEP children served by the LEA who could benefit from a program such as that assisted under Title VII:				X (Avail.)	X (from Gr. 5)
Public/Private:	85/2	88/0	all/0	40/5	60/NA (some are in Head Start)
Of this number, how many are now served under Title VII?					32/NA
Public/Private:	20/1	94/0	25/0	40/0	
What are your projections for Title VII enrollments for 1987-88?	25+	69	107	50	40 (Home visits Refugee Resettlement)
How is this projection made?	Existing enrollments Student enthusiasm Parental encouragement	FY 87 T-7 proposal	Tribal Census	Refugee mobility	Same
How many students do you anticipate will be eligible for Title VII for 1987-88?	85	69	30	50	50+
How is this projection made?	HBMI Census	FY 87 T-7 proposal	Existing data	Language Assess. Testing Refugee mobility	

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Please provide a statement indicating the ability of this project to serve LEP children (i.e. staff, materials...)	Dedicated staff HBMI facilities Materials in-kind	Native language staff Physical facility Tribal support Curric. development Instructional equip. and supplies Board policy Community involvement	Board policy materials in place Bilingual staff Bil. cooks, custodian Tribal support U.S.D.E. proposal submitted for pre-school Special purpose projects for Indian children/ parents	Native lang. staff Career awareness class Curriculum development Parent involvement Proven leadership Local funding support Age & ability - relevant curric. materials project networking	Bilingual staff PIAGET replication from Penn State Ongoing inservice & pre-service materials Location Space availability Supportive Board & Administration Local Merchant support Monolingual staff support
Training Needs			Indian as Tactile learner		
Pre-service:		Univ./Machias orientation	Learning styles TWP personal orientation	Language arts skills English fluency	Training for high school LEP students cultural awareness Teacher Training for ESL/BE
In-service:	Staff: -curric. dev. -materials -subject matter relevance -current material is too difficult	Bil. Curric. text in content area Writing and reading Comprehension skills	-Substance abuse -Child abuse -Indian culture -Discipline -Self-concept	Cultural awareness curriculum development ESL classes (facilitators)	ESL methods assessment culture pre-school pedagogy (PIAGET) Mass. training MDECS (SEA)-Curric.
Coursework:	Univ. of ME/Machias Staff	Adult classes Passam. for Native lang. writing	Curriculum Teaching methods ME studies-DIRIGO Indian section update	Language experience approaches to reading & writing (teachers)	USM staff develop. Program objectives Pre-school methods Rhode Island College credits

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Conference (SEA)	Too superficial as is now	Need 2 per year Biling. educ. Indian history for all teachers	Environmental Science as part of Indian culture	Same	OBEMLA management Refugee issues Bilingual pre-school pedagogy and materials "Discover" toys
Institute:	Summer institute -Teaching techniques	Native language Indian Govt. culture	English language Substance abuse The Indian family teacher sensitivity to Indian culture	Same	Combine early childhood w/ K-3 Language policy Special needs
Other (Specify):				On-site training preferred	LEA: curriculum articulation
Specify target group for training above (i.e. bilingual teachers, aides, ESL teachers, administrators, counselors, mainstream teachers, peer tutors, parents....)	Staff and Indian Educ. Coord.	Include principals and teachers with project staff Need money allocated for B.R.	All teachers of Indian children Total school community To support para-professionals to acquire G.E.D.	Facilitators Whole school Parents Home-school coord.	Parent training Facilitators; content area teachers; classroom project teachers Special needs staff
List resources needed to develop or operate your program. (Note if those resources are to develop/operate or to improve.)	More current curric. that is on children's level (develop and improve)	Resources are already in place More staff Curriculum specialist to integrate/compress Tribal materials @approp. grade levels	Current curric. material Book of Indian role models w/interviews: enhance pride self-concept Indian dance Cookbooks B.E. total program integration	Classroom space at King Middle Training budget Texts Part-time staff should be full (esp. curric, spec.) & DARI speakers	PIAGET model materials from Penn state Yawkey (PIAGET) course MDECS preschool (Maizie) Framingham, MA: EASE Curriculum consultation
Which of the following activities are in place in the operation of your project?					
Establishing a basic program.	X			X	X
Operating a basic program.	X	X	X	X	X
Improving a basic program.	X	X	X	X	
Designing a basic program.			X(native language) component		X (replication)
Materials development.	X	X	X(pending resource room setup)	X	X
Staff recruitment.			X(just hired)		X

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SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

MAINE INDIAN EDUCATION
(One Project)

LEA	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	PORTLAND PROJECT C.L.A.S.S.	PORTLAND PROJECT P.A.L.S.
Development of evaluation mechanisms	(Overdue T-7)	(Overdue T-7)	X(Title IV) (Overdue T-7)	(In process)	X (Zussman & Devito)
Parent involvement	X	X	X	X	X
Training	Staff/parents/ Educ. Committee Chair	X	X	X	X
Dissemination	N/A	Museum	N/A	N/A	X
How will these activities (above) expand the capacity of the LEA to serve LEP children when Title VII is no longer available?	-longitudinal study for validation -LEA employment of Passamaquoddy Teachers & Aides -Staff training -Youth worker to transport children -Admin. support for Space & Equipment	Tribal support Enthusiasm locally for biling. educ. LEA local commitment of staff & space Tribal museum is project center School Improvement Plan to include B.E. component	There is apparent optimisim that the tribe will absorb the program to preserve language and culture	Mtrls & curric. piloting Stnt. mainstreaming Cultural awareness of admin. & staff Comprehensive testing Parent inservice Master PAC T-7 staff pd. by LEA Trained personnel Career awareness program in place	Preschool will have been established w/ training elements, parent training; effective design will be in place.
Program goals (from proposal)--any changes?	None cited	None cited	Neither the principal nor the Coord. has seen the proposal for this project	None cited	None cited

Next page: Staff qualifications by individual LEA

SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Houlton Band of Maliseet Indians

PROJECT STAFF QUALIFICATIONS

*Denotes position is locally funded

Name	Position	Educ. Degree	% Time	Years of Exper. in B.E.	Years of Related Exper.
Joseph Nicholas	Director	H.S.	100	6	3 (Indian Pride)
David Francis	Curric. Dev. & Coord. @ Pls. Pt.	H.S.	100	6	3 (Indian Pride)
Theresa Paul	Coord. @ HBMI	H.S.	100	2	-
Harriet Perley	Aide	G.E.D.	100	1	3 (Nursing; counselor for substance abuse)

SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Pleasant Point Indian Reservation

PROJECT STAFF QUALIFICATIONS

*Denotes position is locally funded

Name	Position	Educ. Degree	% Time	Years of Exper. in B.E.	Years of Related Exper.
Joseph Nicholas	Director	H.S.	100	6	3 (Indian Pride)
David Francis	Curric. Dev. & Coord. @ Pls. Pt.	H.S.	100	6	3 (Indian Pride)
Alberta Francis	Secretary	H.S.	100	6	20 (LPN; researcher; Tribal dance)
*Tom Lewey	Bilingual teacher	Degree in process	100	8	8 (Teacher tutor, translator)

SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Indian Township Reservation

PROJECT STAFF QUALIFICATIONS

*Denotes position is locally funded

Name	Position	Educ. Degree	% Time	Years of Exper. in B.E.	Years of Related Exper.
Joseph Nicholas	Director	H.S.	100	6	3 (Indian Pride)
Mary Ellen Newell	Coord.	Degree in process	100	13	0
*Maxine Tomah	Bilingual Teacher	H.S.	75	4	0

SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Portland, Maine
(Project P.A.L.S.)

PROJECT STAFF QUALIFICATIONS

*Denotes position is locally funded

Name	Position	Educ. Degree	% Time	Years of Exper. in B.E.	Years of Related Exper.
Grayce Studley	Director	MAT & 37	66	16	26
Pirun Sen	HS Coord. & Parent Training	R.N. & additional college training	100	3	6
Pamela Sapienza	Secretary	3 yrs college	100	1	3
Susan O'Carroll	Teacher	BA	100	1	15
Alice Rivero	Teacher	MA	60	?	?
Vech Pra	Khmer Facilitator	GED in process	100	1	2
Veasna Kem	"	H.S. & college training	100	1	3
Bulina Habibzai	Afghan Facilitator	H.S. & college training	100	1	2
Muoi Tran	Vietnamese Facilitator	GED in process	100	1	6

SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Portland, Maine
(Project C.L.A.S.S.)

PROJECT STAFF QUALIFICATIONS

*Denotes position is locally funded

Name	Position	Educ. Degree	% Time	Years of Exper. in B.E.	Years of Related Exper.
Grayce Studley	Director	M.A.T&37	33	16	26
*Tom Sammons	Teacher of Multilingual Classroom	B.A.	100	1	3½
Grace Valenzuela	Career Ed	B.S.	60	1	10
Jeff Smith	Curriculum	B.S.	60	3	3
*Diana Rudloe	ESL Teacher & Consultant	M.A.	100	7	10
Margot McWilliams	ESL Tutor	M.A.	100	2	5
*Peng Kem	Khmer Teacher	Diploma	100	2	4
*Chay Sensomebath	Lao Facilitator	GED in process	100	6	6
Bunchorm Phean	Khmer Facilitator	GED in process	100	4	4
Rattana Tray	Khmer Facilitator	Diploma	50	1	1
Muio Tran	Vietnamese Facilitator	GED in process	50	2	5
Davith Pel	Khmer Parent Trainer and Home-School Coordinator	B.A. in process	50	1	1